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The Festival Book: May Day Past-Time and the May Pole. By JENNETTE E. LINCOLN. New York: A. S. Barnes & Co., 1912. Pp. xiii+74. \$1.50.

It is to be regretted that Miss Lincoln and her publishers have selected such a misleading main title for this volume. As the subtitle shows, the work does not pretend to discuss the general subject of festivals, to deal with all the festivals of the year, or even to touch upon all the phases of the one particular festival selected for discussion. This volume is merely an extension of Miss Lincoln's former book entitled *May Pole Possibilities*, and, like that volume, is to be classed among those helpful collections of suggestions for drills and dances in the open air, which fortunately are becoming more numerous. This volume will be welcomed by many institutions which are joining in the strong movement for outdoor spring celebrations. The six chapters deal respectively with "Early May Day Customs"—a helpful though rather hodge-podge compilation from not generally accessible texts; "A Successful May Day Pageant"; "May Pole Dances with the Use of Streamers"; "May Pole Revels"; "Selected National Folk Dances Adapted for May Pole Festivals"; and "Accessories for May Day Pageantry." The musical selections given hardly justify the introductory descriptive word "inspiring." A number of the really excellent old English May Pole songs and dances might easily have been included.

P. W. DYKEMA

ETHICAL CULTURE SCHOOL
NEW YORK

The Present Teaching of Mathematics in Germany. By DAVID EUGENE SMITH, with the Co-operation of Various Graduate Students. (*Teachers College Record*, March, 1912.) New York: Columbia University, 1912. Pp. 124. \$0.30.

The *Teachers College Record* is well known to the professional part of the teaching public. The particular issue in question undertakes to give a bird's-eye view of the present situation as regards the teaching of mathematics in Germany. It contains sixteen chapters, the first being an introduction entitled "German vs. American Conditions" by David Eugene Smith. The rest are synoptical presentations of reports on various phases of mathematics in secondary schools of Germany. The second chapter considers the evolution of the reform in Germany. The next seven chapters deal with the secondary schools of the most significant kingdoms of the German empire. The ninth chapter is on mathematics in German technical schools; the twelfth makes a study of commercial problems in higher schools of Germany. The thirteenth is on mathematics in the textbooks of physics; the fourteenth on governmental examinations in South German states; the fifteenth is on descriptive geometry in the *real* schools, and the sixteenth is a résumé of

conclusions drawn from the entire exhibit. The several chapters are careful condensations of much fuller reports by German scholars, containing the significant features of these reports for American teachers. To one who finds difficulty with the German language, or who lacks the patience to wade through the long and complete reports of the Germans, these synopses will be very welcome. Furthermore, reference is in every case given to the complete report, so that those who care to familiarize themselves more fully with the detail of these reports may readily do so.

This number of the *Record* will be highly appreciated by American students in mathematics. It can be clearly seen from it that the Germans are grappling with their problems with a high degree of success, that their methods and progress are far superior to ours, that many of the problems with which they are dealing are also our problems, and it may also be gathered, between the lines, that the solutions they are giving in many instances are pertinent to the problems now before us. What attitude is being taken by the leading teachers of Germany on the Klein reform movement in teaching, what significance there is to this reform, what meaning it may have for our own conditions, can be fairly well gauged from this collection of reports. The teacher who is trying to keep abreast with current mathematical movements will want to get at just such information as these reports contain. The interpretations made by the several authors cannot always be accepted in the form in which they are given; but enough of the basis for these interpretations is given to enable one to formulate his own conclusions.

The idea of a few years since, that what is being done in the culture countries of Europe on the teaching of mathematics has little or no significance for us, is now in a decadent state. The report makes it clear that very much of direct value to the mathematical teacher can be gotten by learning how the work is done in Germany, no matter if the conditions of German education do differ materially from our own. Every teacher of mathematics in the late grades or in secondary schools should have this report at his elbow.

A Beginner's Star Book. By KELVIN MCKREADY. New York: Putnam, 1912. Pp. viii+148. With many charts and illustrations. \$2.50 net.

This book has been written primarily for the general student who is interested in the stars and loves the study of them, whether he is in school or out of school. There is an introduction of seven pages in which the author considers our heritage in the stars and explains the sky as it is mapped out for study purposes. Then follow chapters on objects to be seen in the stellar world, on learning to observe, on star maps for anyone, on objects to be seen in the solar system, on instruments of observation. Then come catalogues of telescopic objects for the use of students, and statistical tables, an index, and a few additional maps. The book is written in popular style and the